

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Pattii Waldo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ogden Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 501 West Ogden Avenue

(If address is P.O. Box, also include street address.)

City La Grange State IL Zip Code+4 (9 digits total) 60525-1850

County Cook County State School Code Number* _____

Telephone 708-482-2480 Fax 708-482-2488

Web site/URL http://dist102.k12.il.us/schools/ogden-avenue E-mail waldopa@dist102.k12.il.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Warren Shillingburg E-mail: shillingburgwa@dist102.k12.il.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name La Grange Sd 102 Tel. 708-482-2400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. David May
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	22	39
1	44	51	95
2	41	54	95
3	44	53	97
4	53	50	103
5	48	52	100
6	55	45	100
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	302	327	629

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	629
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
8 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Lithuanian, Russian, Turkish, Spanish, German, Amharic, Sidamigna, Thai
8. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 27

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 11 %
629 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

8 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	13 Specific Learning Disability
3 Emotional Disturbance	32 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	4 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

At the end of each year Ogden Avenue sixth graders discuss their most memorable experiences. Noted by almost all sixth graders is the Ellis Island Unit completed in second grade. This “living history” experience takes the students back to the nineteenth century. They step into the shoes of immigrants and become frightened travelers with only hope to sustain them. Community members volunteer as the “inspectors”. Students arrive dressed as immigrants. Their two months of study become reality as they enter the processing center (transformed lunch room). Once “processed,” students join their parents to tell their stories of why they traveled to America.

This unit is one among many that exemplifies our Mission. The key words from the Mission include: partnership, academic excellence, caring, community and respectful. The culture of our school is based upon developing respectful relationships with others. Our social emotional learning curriculum provides the foundation for ongoing instruction. Our central belief is that social emotional growth is interwoven into academic learning. Partnership with parents and the community is essential to our school. Parents and community members walk hand-in-hand with teachers and students. The Ellis Island unit is only one of many events during the school year where parents provide input and support. Through this partnership, our students constantly strive for and often achieve excellence.

Ogden Avenue has been a central part of the community for over one hundred years. Generations of families remain in the area. Each year, many new families take tours of the school and disclose that they’ve chosen to live in the area due to Ogden. The community, situated near Chicago, provides an attractive alternative to living within the City. Noted for the schools, the downtown community, and historic homes, La Grange is a perfect area for young families.

A school that is over 100 years old has many traditions. We are noted for the arts. In 1929 a young teacher arrived at Ogden. She believed in the arts. Each year students sold magazine subscriptions. In her thirty years at Ogden, Nettie McKinnon bought art from little known artists. The artwork is now highly regarded throughout the world and resides in a specially built gallery within the district. Each year our students visit the gallery to learn the elements of art review and appreciation. The tradition of contributing art to Ogden continues. Each year sixth grade students present their Legacy Project; a work of art that they have created. In addition to the performing and visual arts programs within the school, a group of volunteers visit each classroom to teach about famous works of art. The children complete their own “works” in the style of the artists studied. Their work literally covers every wall space in the lunch room and gym each spring as the community visits for the Ogden Art Fair. Art abounds at Ogden.

Ask the students and they will tell you that Green Bagel Day, the Welcome Back Picnic, the family gingerbread house day, and the Red Sled are all highlights throughout the school year. Recently, over two hundred students participated in the Ogden Variety Show. Students have demonstrated their many talents in this favorite event for over thirty years. Academically, there are also many traditions. For example, third graders invite families for a Writers Restaurant. Fourth grade sponsors an Open Mic Night for reading original poetry. And, sixth graders conduct an author’s convention. Scientific problem-solving at the science center is a favorite for all. Students engage in challenging integrated science experiences five times a year.

Ogden exemplifies the proverb, “It takes a village to raise a child.” Our strength is within our community partnerships. The school district provides a strong foundation with aligned curriculum and materials and a tiered system of support for students with exceptional needs and talents. We have a dedicated and well trained teaching staff. Our parents work closely with staff members. Our philosophy focuses on the whole child, social-emotional learning, academic skills, and community service. In addition to our proud tradition, accomplishments include the development of a data-based decisions model, a cross grade Buddy Program and a growing number of students who exceed standards. For example, four out of five years, over sixty percent of the students tested were in the exceeds range for math. The same is true for reading for three out of five years.

Because of our long standing traditions, accomplishments, demonstrated exceptional student learning and our welcoming community, we are worthy of the National Blue Ribbon status. Come and visit. The welcome mat is always out.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Preparing students with the knowledge and skills necessary to enter the workforce and a global community is our goal. We are currently at a crossroads as we transition to the Common Core State Standards (CCSS) and the aligned PARCC assessment system. Students took the Illinois Standards Achievement Test (ISAT) with a 20% inclusion of Common Core items last spring for the first time. Performance expectations in reading and mathematics were raised to account for this shift. This review reflects these changes. The State advised districts that they could expect to see a drop in ISAT results in 2013 a minimum of three percent due to the increased rigor.

The Illinois assessment system separates student performance into four divisions: Academic Warning, Level 1; Below Standards, Level 2; Meet Standards, Level 3; and Exceed Standards, Level 4. The four performance level categories are further divided by grade levels. The range begins at 120, third grade, Academic Warning and reaches a ceiling of 360, sixth grade, Exceeds Standards. Currently, all third through sixth grade students take the ISAT in the spring.

Over the past five years, students, grades 3-6, have shown a steady increase in achievement. Typically, Ogden students score 5-7% higher than the other schools in the district and 30-40% higher than the State average. In, 2008, for example, 92% of our students met or exceeded standards. In 2012, 96% met or exceeded. In that same time period, the greatest performance change was a 12% increase in the Exceeds category. In 2013, the predicted decrease did occur. There was a 6% decrease in the number of students meeting or exceeding standards. Despite the decrease, Ogden's overall performance was 90.6%. The district's average was 80.1%.

b) At Ogden, data is important at every level within our school. There are established systems for reviewing data at six week intervals. In general, students meet or exceed standards in both reading and mathematics at the 90% level or above. Mathematics achievement is usually 3-4% higher than reading at each grade level. When AYP is considered, Ogden has two subgroups, white students and students with IEP's. This group (students with IEP's) did not meet AYP for Reading in 2011. Due to instructional changes, the group did meet again in 2012. 91% of the students at Ogden are white. This group consistently meets AYP.

In 2009, the Board of Education directed a new team of central office administrators to review the entire system for curriculum and instruction. Also, during this time, Response to Instruction (RtI) became a significant focus. Within the years of 2009-2010 curriculum systems were revamped and RtI processes were put into place. In addition, there was a clear definition for students who demonstrated exceptional academic talents with an expansion of instructional services and curriculum in each school. District and building level school improvement processes were implemented. Teachers received in-depth professional development. The district team developed an ambitious curriculum review schedule beginning with English Language Arts. In 2010 Reading Street was adopted and implemented. An adoption of the revised Everyday Math series came in the following school year. Teachers replaced their novel studies and leveled books with a comprehensive balanced reading approach. These changes along with a continuous improvement philosophy encouraged the implementation of curriculum with fidelity. System wide changes, a dedicated staff and a committed parent community account for increasing student performance levels.

The curriculum review included instructional methods and materials within a tiered system of supports through Tier 4 and above. Students with IEP identified needs for reading or math have a set of evidence-based interventions. The core of these interventions is explicit direct instruction through such programs as Reading Mastery and Corrective Reading. A consultant observes special education teachers on a monthly basis to support teachers in their direct instruction skill development.

When performance data is reviewed for students with IEP's, reading continues to be an area of need. An improvement was noted during the previous four years, 60% in 2009 to 74% in 2012. Students did drop in

performance to 57% meeting/exceeding in 2013 as a result of the modified ISAT in 2013 and a shift towards the Common Core. We continue to monitor individual student performance every six weeks; making changes at that time as progress warrants. Intervention changes may include: materials, teaching methodologies, instructional grouping, assessment processes, instructional time, and motivational techniques. Instructional time is determined by the level of need. For example, students receiving Tier Two instruction have 30 minutes of additional support daily. Students with Tier 3 instruction will have a minimum of 60 minutes a day.

In response to continuing performance needs for students with IEPs; teams are using a wider range of interventions than in the past. The starting point continues to be direct instruction. For those students who require other methods due to individual learning styles, teachers are using other programs. For example, special education teachers may use an alternative symbol imagery system called Seeing Stars. Teachers are also using SLANT which supports Orton-Gillingham methods. The hypothesis is that collaborative teaming the inclusion of additional teaching practices along with regular progress monitoring will increase performance.

When preparing students to become active and productive members of an ever changing world monitoring student performance is critical to achieving this goal.

2. Using Assessment Results:

Ogden Avenue School has systems, content and processes in place that ensure student improvement. An important assessment, to inform instruction at an individual and school level is NWEA's Measures of Academic Progress (MAP). MAP provides each student with growth targets for their specific level of learning. Students and teachers identify which students are going to meet their targets. For example, the teams recently reviewed winter MAP data for underperforming students. These data is shared at each six week data review.

MAP is used in combination with other assessments and team input. The assessment system includes multiple assessments used for formative and summative purposes. For example, at the classroom level, students take online assessments for reading and math. Teachers do an item analysis to uncover skills which need more in-depth instruction. Oral reading, as a general outcome measure, is a beginning. All students, 2-3 times per year, participate in benchmark oral reading assessments. Teachers also use Survey Level Assessment to determine the reading level of students and to place them correctly in a book level. Aimsweb also provides weekly or bi-monthly feedback on individual student progress.

Assessment results are reviewed through a systematic process defined by our tiered supports. At a building level, the Data Team, composed of one teacher from each grade level and academic specialists, review new data. They determine if progress is made toward building improvement goals and if instructional changes should be considered.

The third part of this system focuses on school improvement goals. Each team reviews their student performance data and compares it to the targets that the team set. If progress is sufficient, instruction continues. If progress is not sufficient, instructional changes are discussed.

The final component to our student performance system is the tiered support process. Four tiers are identified. A fifth is used occasionally for students who require a completely individualized program. Each tier has well defined criteria. For example, students requiring Tier 2 supports for reading will score below the 40th percentile on MAP and will be within the 25th-50th percentile on Aimsweb benchmarks. Student progress and student movement within the tiers is determined during the six week data reviews with each grade level team.

Having systems, content and processes in place resulted in an overall decrease in the number of students identified for special education. In 2009 fifteen percent of students were identified with disabilities. Currently, at Ogden eleven percent of students are identified.

3. Sharing Lessons Learned:

Ogden and La Grange School District 102 have systemic structures designed to foster collaboration and sharing. At a district level, representatives from each school participate on the Curriculum Advisory Council (CAC). One of the purposes of the Council is sharing practices at each school. Recently, Advisory Council members discussed lessons learned from implementing teacher developed modules integrating the Common Core Standards.

Collaborative sharing unites the staff in a common purpose. At Ogden, several committees meet at least monthly, Team Leaders, Team Partners and the Data Team. Our focused discussion reviews new assessments and how they will be used, using new curriculum materials, and instructional practices. We discuss current progress data and research effective strategies for improving learning. Most recently, each committee contributed to the development of a building SMART goal for math using key Common Core Standards as indicators. A reading and writing SMART goal will be added next year.

Understanding the PARCC assessment is an important initiative at Ogden. As a result, the teachers created an Ah,Ha! Chart filled with their observations after taking the sample PARCC online assessment. The chart, displayed in the teacher's lounge, encourages teachers to add Ah,Has! as they have new insights. Their observations will be shared and discussed at discussion groups during the lunch hour. Staff, through this informal collaboration will enhance their understanding while strengthening instruction and learning throughout the school.

Teachers also share across schools. They may visit each other's classroom to learn new strategies. A first grade teacher from Ogden is currently visiting a teacher in another school. They each are helping the other to learn new skills (The Daily Five and Phonics Dances). These experiences occur on an individual basis throughout the school year.

Our teachers extend their sharing outside of the district. Teachers have written books, articles, and are now online contributors to social media such as Pinterest. Ogden teachers along with School Board Members and the Superintendent attend the Turn Conference twice a year. This conference focuses on collaboration around common initiatives such as implementing the Common Core State Standards. Teams from the area share between schools/districts and bring back information/strategies that can be used at Ogden.

Collaborative sharing is a powerful tool for extending learning for all!

4. Engaging Families and Community:

Parents are partners at Ogden. Parents provide both academic support and enrichment, in and out of the classroom. School wide, parents have the opportunity to meet with teachers twice annually for an individual conference regarding their child's progress. During the conference teachers review academic and social development indicators that demonstrate growth. At every grade level, parents provide their input before the conference. In sixth grade, for example, parents complete a form asking them for their areas of interest, concerns, and questions. This form is sent home along with assessment reports before the conference for parents to review. Teachers develop the conference to address the interests of the parents. Teachers also provide work portfolios highlighting student work. One hundred percent of the parents participate in conferences. If they are unable to attend, teachers schedule a phone conference.

An additional process for communicating student progress is through our tiered support system for struggling or talented students. An integral part is the assessment system. A higher degree of support is provided to these students. As a result, there is a greater need for increased communication. Parents are a part of all discussions. Any program changes are a part of the discussion.

The Parent Teacher Council (PTC) is vital to school improvement. As the leaders for the school, these influential members bring a wealth of experience. Their views are considered when designing new initiatives or reviewing progress on current programs. For example, the Ogden community is beginning a

review of the mission statement. The plan for this review will be discussed at the next meeting with input sought.

Ogden is the heart of the local community and has been for over one hundred years. The warm and accepting school culture is an invitation to many. Community partners who are frequently at Ogden include police and firefighters, realtors, and local business members (especially those who went to Ogden). The parent community represents a diverse group of professionals and skilled workers. Depending on the unit of study at each grade level, engineers, medical, and literary professionals may be guests in our classrooms. Others from the community may join improvement efforts. For example, a parent is an organizational specialist. He offered his assistance with redesign of the mission statement.

Parents and the community are integral to Ogden.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Ogden community is committed to educating our students to thrive in an ever changing world. Our rigorous curriculum is designed to develop the “whole child.” In addition to an academic focus, our curriculum addresses social-emotional learning/healthy living, the arts, and essential collaboration skills. Two integral parts of our curriculum are a tiered system that ensures all students have the opportunity to maximize their learning and technology integration throughout all curricular areas.

The Common Core Standards define essential skills and knowledge. The Illinois State Standards guide curricular expectations for social-emotional learning and the arts. Curriculum is developed based on the teacher’s gradual release of responsibility (I do, We do, You do). Academic curriculum programs, such as Reading Street, Everyday Math, My World Social Studies, Interactive Science, and the Schoolwide eVal writing system provide the content framework for our instruction. Each of these programs have undergone a rigorous adoption process.

The common defining curriculum elements include: rigorous content with defined evidence based teaching practices, opportunities for differentiation, multi-media resources with technology integration, and formative and summative assessment systems. These programs are further defined through district pacing guides, in-depth and on-going professional development, and teacher designed integrated units. Within our school and our district, we strive for consistent instruction with differentiation for small groups and individual students.

Other distinguishing qualities of the curriculum include a well defined foreign language program beginning in kindergarten-sixth grade. In grades kindergarten through four, the instruction is focused on learning Spanish and understanding the cultures where Spanish is spoken. A blended learning curriculum takes place in grades five and six. Students have both classroom instruction and online instruction. The blended approach allows students to study other languages besides Spanish. It prepares them for their foreign language concentration in junior high. In addition to classroom instruction, upper grade students participate in immersion experiences with native speakers coming into the classroom five times a year.

The Arts are very important at our school. They contribute to many lifelong dispositions. All students have one hour of music and art weekly. Primary grade students begin playing Orff instruments, drums, and recorders. Beginning in fourth grade, over half of our students participate in band and orchestra. Students have multiple opportunities throughout the school year to perform at different venues and to display their art.

Social Emotional Learning is an essential curricular area. Our commitment to creating a welcoming community that promotes caring and respectful relationships is a part of our entire environment. Second Steps as well as other curricular resources reinforce the key elements; while daily class meetings provide the opportunity for all students to use the skills they are learning. Academic curriculum materials provide opportunities to integrate these important skills throughout the day. Students further use their skills within school wide town meetings. Through these meetings students learn how to express themselves in a large group and learn about the democratic process. Throughout the school year, we extend these skills through various service projects. For example, each student helped to make 26 blankets that were donated to hospitalized children. At Ogden, we believe that strong social/emotional skills are directly related to high academic achievement.

Health and physical fitness are a part of our “whole child” philosophy. Formal health curriculum aligns with state expectations. Physical education occurs four times a week for thirty minutes per class and one time per week with the classroom teacher. Physical education classes reinforce many of the skills taught through our social-emotional learning curriculum--sportsmanship, working cooperatively, persevering, and having fun are all supported skills. Teachers use cooperative gaming as a central feature of their curriculum.

The Science Center is an important extension of the science curriculum. The Center is a district operated “school” just for science education. All students travel to the Science Center for hands-on learning experiences integrated with science curricular units. STEM skills, problem-solving, collaborative learning, and applied mathematics are the focus. Many of the students participate in “extension” experiences such as the Science Expo. Students develop science projects at home, display and explain them at the Expo.

Curriculum is only part of the successful learning equation at Ogden; well trained and caring teachers, motivated students and supportive families all contribute to our community.

2. Reading/English:

We expect all of our students to read at or above grade level and provide the instructional support to do so. Our core reading/language arts program, Pearson’s Reading Street, grades K-5 and McDougal-Littell’s Literature, grade 6, take a comprehensive balanced approach. Instruction is provided in each of the five Big Areas of Reading. The quality of text is another reason why our reading/literature programs were selected. The programs introduce all genres with a matched focus on information and literature. In addition, the programs include digital literacy, writing, grammar, and spelling. Other important features of these programs are the assessment and intervention elements.

Using these materials as a springboard, all students receive 120 minutes of instruction per day in the areas of reading/language arts. Students also participate in additional thirty minutes of instruction each day. During this supplemental time, students receive leveled small group instruction and complete independent skill based activities. Reading instruction is a busy time in our classrooms. Observers may see students participating in a variety of activities from whole group instruction, to collaborative discussion, centers and independent reading.

It is important that our students view reading as a valuable skill to use throughout the day. Each of our teachers has a home based reading program. For example, in third grade, students participate in Reading Olympics. They read at home and have a book chat with a volunteer on a weekly basis.

Monitoring student progress in reading and writing is very important to guiding academic instruction. A variety of formative and summative assessments are used to understand student learning. For example, Aimsweb oral reading measures are used in combination with other measures to understand the reading progress of individual students.

Grade level teams meet every six weeks to review student progress and to make decisions in accordance with our tiered system of support. Students requiring additional support in reading and or math continue core instruction and have additional instruction using different materials and teaching methods during the supplemental reading block. Examples of materials: My Sidewalks, Making Words, Rewards, Reading Mastery and Jolly Phonics. Additionally, our program for talented students includes a similar tiered system of support beginning with classroom instruction and progressing to a separate instructional setting for Language Arts and Math.

Since instituting this system of support, we have seen steady progress. Students receiving tiered support for academic improvement has declined from 49 Tier 2/3 students in 2010 to 22 students currently.

3. Mathematics:

Kindergarten through fifth grade students are actively engaged with the Everyday Math program. The sixth grade students mirror the Junior High following the McDougal-Littell math series, emphasizing basic computational skills challenging, real-life examples. Finally, students use multiple methods and problem-solving strategies to accommodate varying learning styles.

Daily math lessons begin with a mental math warm-up and a math message. Each new lesson engages students in an activity. For example, students may be asked to use their shoe to measure the length of a wall

in the classroom. Students will arrive at the conclusion that a standard unit needs to be used when measuring. Students receive extra practice through their math journals and Home Links.

At Ogden, instructional differentiation is the norm. The sixty minute core math time provides students with many opportunities to respond using varying response modes. Additionally, we have thirty minutes a day for supplemental math. During this time, students have differentiated opportunities. Students may be engaged in playing math reinforcement games in small groups or online. Others may participate in small group instructional experiences designed to improve skill development using a variety of resources. One of those resources is VMath. Currently, 3 % of our students receive math tiered support during the math supplemental block. These students are performing below expectations as defined by national norms.

Within the classroom, students may be identified for classroom acceleration based on pre-assessment data and classroom performance. Students in grades K-2 receive support in their classrooms. 40% of our students in grades 3-6 receive accelerated support in a separate setting. Resources for classroom differentiation include, but are not limited to, choice boards related to Everyday Math units, learning contracts, and extensions from the math units. Students in grades 4-6 are advanced one year ahead of the current grade level.

Students in the accelerated math classes, grades 3-6 are placed by meeting district-specified multiple criteria. In the accelerated program, students pursue an out-of-grade-level curriculum with faster pacing, as well as increased complexity and depth. Some of the materials used include: Challenge Math, Activities for Deductive Thinking and Enrichment Units in Math.

In addition to classroom experiences, some of our students also participate in an after school math club held during the winter months. The club focuses on problem-solving through collaborative engagement and math thinking games. The ability to think mathematically is a critical skill for daily living and career success.

4. Additional Curriculum Area:

The La Grange community is committed to the arts. In the 1920's, a young teacher embarked upon a 30 year career that would lead Ogden to world acclaim. She asked students to sell magazine subscriptions. The proceeds were used to buy art from unknown artists. That led to a world class art gallery; those unknown artists are now revered masters. This valuable collection is housed in a gallery within the district. It has continued to set the tone at Ogden for the arts.

The foundation of our arts programs comes from the Illinois Fine Arts Standards. All of our students participate in music and art for an hour each week. The variety of Ogden's media sets it apart from other schools. In our general music classroom, for example, all students learn to play a variety of instruments such as Orff instruments. In addition, students create electronic music and explore music theory through engaging technology. Each year 50-100 fifth and sixth grade students participate in chorus. Their music is noted for two part harmonies. The children perform for school concerts and in surrounding communities.

Approximately 55 percent of Ogden students participate in band or orchestra beginning in fourth grade. Three levels of instrumental music are taught. One of the program's notable features are the performances. Our students perform five to seven times per year. During the day, all instrumental students travel to each school for concerts. They also perform in fall, winter, and spring concerts in the evenings.

Through visual arts curriculum, students work with all media. They learn the elements of quality art. Childrens' art is displayed throughout the school. Last year, we began an annual framed art collection. Each year, sixth grade students provide a gift of their art to the school. An example of these "Legacy Projects" is the plaster art completed last year. This 8' X 8' mural depicts Ogden students. The unique part of the mural is that it is made from plaster body parts of the students.

We have a lot of "drama" at Ogden too! In addition to drama in the classroom, students participate in an annual performance. Last year, almost 100 students performed in Peter Pan. Guided by adults, the students

participated in all parts of the production. Clearly, the arts have a longstanding history at Ogden. The skills the students learn enhance all areas of their lives.

5. Instructional Methods:

The heart of instructional differentiation at Ogden comes from the tiered support system. Over the past five years, the district has contributed to the development of this defined system consisting of data based/collaborative decision making, tiered support with increased instructional time, ongoing professional development, technology integration and the provision of quality materials matching the needs of the students. Initially, curriculum reviews were completed and evidenced based materials selected for each of our four tiers. At the universal tier, a balanced literacy (Pearson Reading Street) and an evidenced based math program (Everyday Math) were selected. Teachers provide differentiation through small group guided practice using leveled materials with technology support. Thirty minutes of instructional time in addition to the core instruction was identified for supplemental instruction provided by classroom teachers, interventionists, or special educators. The core programs have continued as the foundation for instruction. They come with a wealth of online resources and tools. Many are used to provide a blended instructional format.

The intervention program for Reading Street (My Sidewalks) along with numerous other researched materials and strategies are used for students who require short term intervention within tier two. Materials and strategies are selected based upon the needs of the students. Trained Interventionists for reading meet with students for a minimum for thirty minutes per day. Trained classroom teachers provide one section of Tier 2 math at each grade level as per the need on a daily basis. V-math is the Tier 2 program which is used in conjunction with Everyday Math. This instruction is completed in small groups in a separate instructional setting. Students are actively engaged throughout. The use of manipulatives, games, technology support and specific strategies, and skill practice are frequently used methods.

Tier 3 Reading support includes a blended classroom system utilizing a computer based program, Mindplay, along with several different instructional programs. Tier Four students require greater intensity. Direct instruction materials (Reading Mastery) have been very useful in helping students make substantial progress. For those students who require an individualized program, teachers base the program on the strengths and needs of the students and design an instructional plan.

Since the inception of RtI, the numbers of students requiring tiered support have decreased from 94 in 2010 to 37 students currently (reading/math, Tiers 2-3). In addition, the number of special education students receiving services has decreased from 15% in 2010 to 11% in 2013.

6. Professional Development:

Continuous improvement requires an environment where continuous learning is the norm. The Professional Development plan for Ogden Avenue is aligned with our district and building goals. Our district strategic goal is "Students, at all levels, will demonstrate a high level of academic performance, with individual growth during each school year." Our building goals are, "73.6% of our students will reach their growth targets in math." For reading the goal is, "58% of our students will reach their individual growth targets for reading on MAP." These goals provide the basis for our professional development.

La Grange School District 102 provides for a weekly early release day (RSD: Restructured Day) on Wednesdays for professional development. Twice per month the day is focused on district initiatives and twice a month, the focus is on building initiatives. Professional development is important throughout. For example, the teams may do practice activities to deepen their skills or they may review student writing to look for patterns and needs.

Professional development may take on different approaches and purposes. Most of this time is spent in a collaborative activity with the teams providing support to each other. Our Team Partners, instructional leaders in the school, may join the teams to provide guided practice. Sometimes, the teams review materials

or online tutorials and provide feedback. Occasionally, teams may work together on an action research project. Last year, for example, one team focused on integrating text materials with inquiry based science projects aligned with our reading goal. Each team is encouraged to plan their professional development. Plans for using RSD time are shared each month when Team Leaders meet.

Our school district establishes the Professional Development path. During the past two years, the focus was on Common Core Standards and developing curriculum to align with the standards. Professional development at both the building and the district levels have reflected an emphasis on this content.

Due to the coordinated efforts of our district and our school, students have shown a consistent increase in their achievement. A contributor to these gains is ongoing professional development.

7. School Leadership

Ogden Avenue School is known for its challenging and nurturing environment valuing all types of learning while maximizing the achievement of all students. Together, we form an effective professional learning community.

The teaming system at Ogden is valuable from several perspectives. First, all teachers are involved. The system provides for a division of labor and a communication network. Our principal believes in a democratic, shared leadership philosophy. In this system, all teachers are encouraged to lead and have the flexibility to plan utilizing the data based needs of their students.

Three teams provide direction and feedback. Team Partners, consists of the Principal, Instructional Facilitator, Interventionists, and the half time Assistant Principal. This group is the design team. They review all types of data, develop plans, troubleshoot and problem-solve. Most recently, this team implemented a data based system for monitoring continuous improvement through SMART goals.

Representatives from each grade level and special area of instruction meet two times per month as Team Leaders. This group serves as a communication link with other teachers. The group assists the principal with making important decisions regarding curriculum and instruction. Team Leaders are instrumental for implementing major initiatives and for providing feedback. Most recently, they updated the process for our weekly early release time. This time is critical for staff discussion of student progress.

The team structure is further enhanced through the Data Team. Data Team representatives review data in conjunction with the SMART goals, strategies and targets. An essential function of the Data Team is to determine the SMART goals for the school based upon the data reviewed within each grade level throughout the school year.

At Ogden, parents are partners. Parents provide enrichment experiences for students such as art enrichment and cultural events at every grade level. They also provide experiences that enhance the academic program. Examples include their sponsorship of the Chess Club, the Art Club, and the Drama Club. Finally, parents provide academic support to students. In third grade, for example, parents serve as coaches for Reading Olympics.

It takes a village to educate a child. At Ogden this proverb is especially true. All adults and students work together to provide the best possible learning opportunities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: Illinois Standards Achievement

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	88	100	98	98	98
% Exceeds	39	78	76	74	79
Number of students tested	104	100	101	91	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	77		88	86	86
% Exceeds	15		53	43	64
Number of students tested	13		17	14	14
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	89	100	98	98	98
% Exceeds	41	79	78	75	79
Number of students tested	92	90	94	80	84
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: -Publication year varies as the assessment was changed in 2009, 2010-2012 (stable) changed in 2013.

-The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease in test results.

-Blank fields for the Special Education subgroup indicates that results were not reported due to fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: Pearson

Test: Illinois Standards Achievement Test

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	88	100	98	98	98
% Exceeds	39	78	76	74	79
Number of students tested	104	100	101	91	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	77		88	86	86
% Exceeds	15		53	43	64
Number of students tested	13		17	14	14
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	89	100	98	98	98
% Exceeds	41	79	78	75	79
Number of students tested	92	90	94	80	84
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

- Publication year varies as the assessment was changed in 2009,2010-2012 (stable), changed in 2013.
- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.
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STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: Pearson

Test: Illinois Standards Achievement Test

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	93	97	97	97	94
% Exceeds	45	56	40	39	50
Number of students tested	101	93	99	90	97
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	86	82		80	71
% Exceeds	43	27		0	12
Number of students tested	14	11		10	17
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	94	96	97	98	93
% Exceeds	45	46	56	46	62
Number of students tested	94	83	87	79	86
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

- Blank fields for the Special Education subgroup indicates that results were not reported due to fewer than 10 students.
- Publications year varies as the assessment was changed in 2009, 2010-2012 (stable), changed in 2013.
- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: Pearson

Test: Illinois Standards Achievement Test

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	93	100	97	96	97
% Exceeds	41	66	59	61	62
Number of students tested	93	98	85	98	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds				79	75
% Exceeds				14	17
Number of students tested				14	12
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	93	100	96	95	98
% Exceeds	45	67	59	63	63
Number of students tested	82	88	75	86	95
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

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- Publications year varies as the assessment was changed in 2009, 2010-2012 (stable), changed in 2013.
- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: Illinois Standard Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	89	97	94	91	93
% Exceeds	60	73	69	60	59
Number of students tested	104	100	101	91	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	69		71	57	57
% Exceeds	31		53	43	36
Number of students tested	13		17	14	14
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	90	97	95	91	94
% Exceeds	62	73	70	61	59
Number of students tested	92	90	94	80	85
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

- Blank fields for the Special Education subgroup indicates that results were not reported due to fewer than 10 students.
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- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	92	94	89	93	91
% Exceeds	29	63	63	56	59
Number of students tested	99	103	92	98	86
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds		64	42	79	
% Exceeds		18	25	50	
Number of students tested		11	12	14	
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	92	96	88	94	94
% Exceeds	31	64	61	58	64
Number of students tested	61	32	27	36	30
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

- Blank fields for the Special Education subgroup indicates that results were not reported due to fewer than 10 students.
- Publications year varies as the assessment was changed in 2009, 2010-2012 (stable), changed in 2013.
- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	89	95	93	92	94
% Exceeds	44	71	57	60	59
Number of students tested	101	93	90	97	108
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	57	55		70	65
% Exceeds	21	46		10	29
Number of students tested	14	11		10	17
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	90	94	95	95	93
% Exceeds	44	70	59	62	62
Number of students tested	94	83	87	79	86
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

- Blank fields for the Special Education subgroup indicates that results were not reported due to fewer than 10 students.
- Publications year varies as the assessment was changed in 2009, 2010-2012 (stable), changed in 2013.
- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	88	99	97	97	94
% Exceeds	48	65	60	55	64
Number of students tested	93	97	85	98	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds				79	50
% Exceeds				21	25
Number of students tested				14	12
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	89	99	96	98	96
% Exceeds	51	65	61	58	85
Number of students tested	82	88	75	86	95
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

- Blank fields for the Special Education subgroup indicates that results were not reported due to fewer than 10 students.
- Publications year varies as the assessment was changed in 2009, 2010-2012 (stable), changed in 2013.
- The test content was changed in 2013 to reflect the addition of Common Core items. 20% of the test represented Common Core. There was a 3%-6% decrease on test results.